

CHAPTER I

INTRODUCTION

A. The Background of the Study

In studying English, there are four language skills that can not be missed by the students in mastering the language, namely listening, speaking, reading, and writing. Among the four language skills, speaking is the most important for students in learning a language because speaking plays a significant role in a direct conversation.

Speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. There are several essential components of speaking skill. Wachidah, et al in "*Buku Guru Bahasa Inggris: When English Rings a Bell*" (2017:16) states that the speaking skill consists of four components: pronunciation, intonation, fluency and accuracy. Thus, the students have to master the entire components to achieve the aim of speaking and to be communicative.

Furthermore, speaking is a skill that needs practices. The more students practice through sharing their idea, the better speaker they become. In addition Davison and Dowson (2003:107) say that pupils need opportunities to speak and listen in a wide variety of context and for a wide range of purpose, in order to increase their thinking ability, to develop their powers of communication and to provide examples of language in use through which to develop their explicit knowledge about speaking and listening.

However, based on the researcher's experience while doing the pre-observation, she found that speaking is considered as the most difficult skill in learning English. It could be said that learning speaking is challenging for most

Indonesian students. Students find difficulties to speak in English. The difficulties that they could feel is they were lack of vocabularies and still had difficulties in pronouncing certain English words that make them worry to make mistakes while they speak in English and those make them decide to keep silent, which make them less contribute during the English learning process. Those also make the students are afraid of expressing their ideas through speaking and make them not able to participate in the classroom.

Moreover, the teacher did not use the interesting media (can be seen from the Figure 1.1) and also did not give the opportunity to all of the students to speak. He just asked one of the student who was chosen by that student's friends in group to be the representative of the group to share their discussion to others to speak in front of the class (can be seen from the Figure 1.2). The teacher has to be inventive in selecting interesting materials and activities and also s/he should provide a great variety of these materials and create more enjoyable speaking class through role play, discussion or create some kinds of game to promote student's speaking ability (Rohdiana, 2017). One of the goals of teaching English is that how students use the target language orally which reflects the use of communicative competence and applies it in real communication. Speaking ability titled as communicative competence which is actually a term of linguistics which involves a language user's grammatical knowledge and more importantly speaker are able to demonstrate his/her understandings of social knowledge and articulate appropriately (Lin and Chien, 2010). What is needed in order to use language communicatively was communicative competence (Richards, 2006).

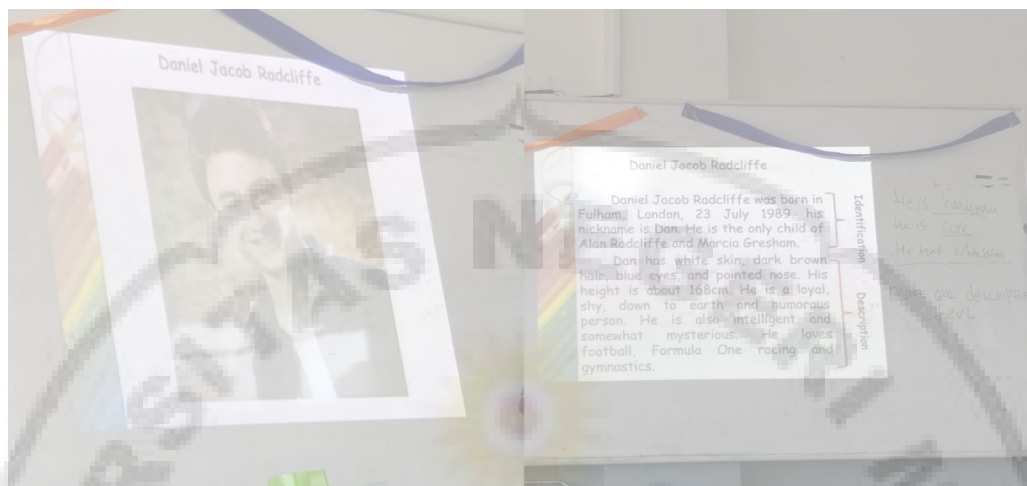


Figure 1. 1 Teacher Used the Power Point as Media



Figure 1. 2 Teacher Just Gave the Opportunity to One of the Students as Group Representative to Speak

According to the curriculum 2013 in senior high school, there are many kinds of genres in English which is really need to be learnt by the students, such as procedure, recount, narrative, and report. descriptive.

Descriptive text is a kind of text which is aimed to describe a particular person, place or thing. Based on curriculum 2013 revised edition 2017, this text covers two basic competences, they are:

- 3.7 Understanding the social function, text structure, and grammatical features in some spoken and written descriptive texts by giving and asking for

information related to the description of people, animals and things in short and simple form based on the used and context.

4.7 Descriptive text.

4.7.1 Grasping contextual meaning in social function, text structures, and linguistic elements of spoken and written descriptive text, very short and simple.

4.7.2 Arranging the spoken and written meaning of descriptive text contextually related to the description of people, animals and things in short and simple form based on social functions, structure text, and language features based on the context.

In general, descriptive text is a kind of text which says what a person or a thing is like. It can be from the physical appearance, the smell, the sound/voice or the texture of something or someone. Kinds of thing that can be described by using descriptive text are objects, animals, or specific human (something particular object, our pets or someone we know well). The general purpose of descriptive text is to describe and explain a particular person, place or thing.

The generic structure of descriptive text as stated by Gerot and Wignell (2001:208) consists of identification and description. Identification in descriptive text is introducing something/someone (person, place, or thing) to be described. Identification deal with the phenomenon to be described. On the other hand, description talks about parts, qualities and characteristic. Meanwhile description gives clear pictures about the parts, qualities and characteristics of the person, place or thing.

In the attempt to overcome the students' difficulties in speaking, the researcher tried to make speaking activities more effective for students. By

conducting an appropriate and effective to teach speaking, it will help to improve students' speaking skill. Therefore, the researcher chose a game as the media to teach English. According to Esroz (2000), games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

In this research, the researcher used board game as a kind of communicative media in teaching speaking of descriptive text by doing the round table technique in order to give opportunities to all of the students to speak up, challenging and create enjoy/fun atmosphere during the learning process. A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. For example monopoly, snakes and ladders, and many other board games.

Moursund (2007) says that board game has some of the same characteristics. Players deal with set of rules, with money, dice, making decision, and striving to win the game. It is also about taking turn, rules in gaming, and communicating the language with other players. This game also makes students interact each other and communicate the language. So teaching learning process should be interactive and goes well.

There have been several studies related to teaching language using game. The first research was conducted by Rahmawati (2012). The researcher found that most of students were not interested in teaching process since the teacher only gave monotone technique to teach speaking. The students were too shy to share their ideas through speaking because they were lack of grammatical and be afraid of saying something wrong. In order to solve those problems, she used board game to

improve the students' speaking skills. The research findings showed that there were improvements in students' speaking skills after using board games.

The second research was conducted by Lia (2015). The researcher found students' speaking skill generally was relatively low. To be more specifically, they had difficulties to communicate because they tended to say some words as how they were written. It was not easy for them to remember how a certain word was pronounced because they got the written form before the pronunciation was introduced. The students also get problem in intonation. So she used board game to solve those problems. The findings show that there are improvements after being taught using board game.

In addition, the development of board game in this research is the combination of monopoly game and who is it board game, which guessing the description of the opponent without giving any punishment to the students.

Regarding reasons noted above, it is interesting and important to conduct a study entitled "Developing English Communicative Board Game as a Media to Teach Speaking of Descriptive Text for the 8th Graders of SMP Al-Amjad Medan".

B. Identification of the Study

Based on the background, the researcher found some problems as follows.

First, the teacher used Power Point as media, which the researcher observed that it was not the interesting and not appropriate media for the students that can not motivate the students to speak up during the teaching learning process.

Second, the teacher just and also did not give the opportunity to all of the students to speak. He just asked one of the student who was chosen by that student's friends in group to be the representative of the group to share their

discussion to others to speak in front of the class. So that, just some students whose were being the class representative can practice their speaking skill and the other students just kept silent during the teaching learning process.

Because of the identification of the study explained above, for these reasons the researcher focuses on developing English speaking media through board game, which is called as English Communicative Board Game for Junior High School especially for the 8th graders of SMP Al-Amjad Medan because game can create the interesting, enjoy and fun atmosphere thus it can motivate and give the opportunity to all of the students to speak during the teaching-learning process. Furthermore, it can also improve the students' speaking abilities.

C. The Problem of the Study

Based on the background of the problem above, the problem of the study in this research is: How is communicative board game as the media of teaching speaking of descriptive text for the 8th graders of SMP Al-Amjad Medan developed?

D. The Objective of the Study

Based on the problem of the study above, the objective of the study in this research is to develop communicative board game as the interesting, innovating and challenging media game to stimulate the 8th graders' speaking skill in describing animals in SMP Al-Amjad Medan.

E. The Scope of the Study

The study will cover the developing of speaking media in describing zoo animals for Junior High School students. This recommended media will be relevant

to the capacity of learners, interesting, innovating and challenging for 8th graders of SMP Al-Amjad Medan. This media will be developed based on the students' need analysis which will motivate them to speak up and studying English. The media will also be limited only for describing zoo animals.

F. The Significances of the Study

There are some kinds of significance of this study. The first is the theoretical significances, and the second is the practical significance.

1. Theoretical Significance

This study is expected to enrich information about how to develop English communicative board game as the speaking media for the Junior High School students. In addition, this research will also provide more insight into the use of speaking board games in the teaching and learning process, the importance, and the applications of related theories.

2. Practical Significances

This study is a conceptual contribution to:

- a) The results of this study are expected to be used as inputs for the teachers, developers and educational institution in implementing and selecting the appropriate English speaking media for their students.
- b) The Junior High School students as the source of information and references to widen their horizon, so that they can improve their speaking abilities in learning English through communicative board games.